DOCUMENT RESUME

ED 238 155 EA 016 252

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TITLE Handbook for the Principal Internship. Revised.
INSTITUTION Alaska Univ., Anchorage. School of Education.
PUB DATE 83
NOTE 30p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Administrator Evaluation; Administrator Guides; Administrator Role; Administrator Selection; Educational Administration; Elementary Secondary Education; Inservice Education; *Internship Programs; *Management Development; On the Job Training; *Principals; Professional Training; Program Guides
IDENTIFIERS *Alaska

ABSTRACT

This handbook is intended to aid principals and professors in supervising interns, and to guide the interns themselves in fulfilling (Alaska) state requirements for certification as a principal. The primary purposes of the internship are (1) to provide students with the opportunity to gain experience applying the theories, procedures, and skills learned in class to real-life situations, and (2) to serve as a final screening process for certification. Topics covered include requirements for admission to and fulfillment of the program; procedures to follow; responsibilities of intern, principal, and professor; internship activities; and guidance for supervising principals. The following forms are provided at the end: internship activity plan and checklist; activities for intern involvement (in detail); application for admission to principal internship; critical incident form; and intern evaluation form. (TE)

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HANDBOOK FOR THE PRINCIPAL INTERNSHIP

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Revised 1983

EA 016 252

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INTRODUCTION

The internship is one of the most, if not the most, important parts of the program for preparing school principals. Through the internship the prospective principal gains experience in applying, in an actual schol setting, principles and theories learned in the classroom, has opportunity to practice his/her skills in a sheltered environment, and gains new practical information through working with a practicing school principal.

In the past the internship has been conducted on a somewhat unstructured basis. Many communications concerning the internship have been informal. It is felt that communications concerning the internship and the internship itself can be improved through a written handbook. Thus this document was developed. it is expected that this document will aid principals and professors in the supervision of interns as well as aiding the interns in having the best possible experiences.

The internship is intended to provide the best possible practical experience for school administration students and is designed to meet state principal certification requirements for field experience.

PURPOSE

Learning on the job under supervision at the end of an academic program is well accepted as an important part of professional training programs. Teachers practice teach. Doctors intern. It is through such experiences that professionals practice the skills learned in the classroom. It is important that this practice be under supervision and be in a sheltered environment. Supervisors can direct the work of interns in such a way that mistakes are kept to a minimum, and the consequences of mistakes are not as severe as they will be when the intern becomes a full-pledged principal. The intern can begin slowly, can practice leadership, administration and decision making, and as he/she becomes more confident and competent, can tackle increasingly complex and difficult situations.

Thus the primary purpose of the internship is to provide the student with the opportunity to gain experience in applying to real world situations the theories, procedures and skills learned in the classroom. The intern will also gain information and develop skills not included in formal university classroom instruction.

A secondary purpose of the internship is that it serves as a final screening device. In order to be eligible for a principal's certificate the student must receive a passing grade for the internship. The student who has done well in the university classrooms and who well understands the theories of school administration may not be able to appropriately apply those theories to actual school situations. Thus the internship provides the university an opportunity to observe the student in an administrative role before endorsing him/her for a principal's certificate.

In some cases the internship also acts as a self-screening experience. Students sometimes discover through intern experiences that the position of principal is not as desirable as they thought it was, thus decide that they do not want to become principals after all.

Thus, the following are values expected to be gained from the internship:

1. It fulfills part of the requirements for a principal's certificate.
2. It provides the university an opportunity to observe the intern in actual practice before making a decision to endorse him/her for a principal's certificate.
3. It provides the intern an opportunity to experience the role of a principal and decide if he/she wishes to pursue the principalship as a career.
4. It gives the intern the opportunity to practice theory, procedures and skills learned in the classroom.
5. It provides the intern an opportunity to gain knowledge and skills not taught in the university classrooms.
6. It provides the intern an opportunity to learn administrative techniques directly from an experienced supervising principal and university professor.
7. It provides an opportunity for the intern to discover his/her own strengths and weaknesses and a chance to work on the weaknesses.
8. It provides the opportunity for the intern to assume increasing responsibilities and to gain confidence in his/her own ability.
9. It provides the school with additional help from a person with fresh ideas gained from university classes.
10. It provides the opportunity for the supervising professor to have close contact with the "real world" of school administration.

REQUIREMENTS

Timing

The internship is to be done late in the student's school administration program. All or almost all required course work must be completed prior to the internship. For students who transfer from programs in other institutions, at least nine semester hours must be earned at UAA prior to the internship.

Application

In order to intern a student must apply for admission to the internship during the semester prior to the one in which the internship is to begin. An application form is included in this booklet. Admission requires the approval of the student's advisory committee.

Admission to School Administration Programs

Before a student will be admitted to an internship, he/she must be admitted to the School of Education program in school administration, either to a masters program or to a certification program.

Credits Earned

A minimum of three and a maximum of six semester hours credit must be earned through the internship. The intern must register for the course ED 660A Internship: Principal (Elementary) or ED 660A Internship: Principal (Secondary) depending on whether the student is in the elementary or secondary principalship program. A student must spend at least 56 hours interning for each semester hour earned. Thus, a student must devote a minimum of 168 hours to the internship. However, gaining good experiences through the internship is much more important than putting in the required amount of time. Most interns will find that they far exceed the minimum time requirement.

Length

The internship may be completed during one semester or may be extended over an academic year. Students are strongly encouraged to do their internship over a full year rather than just one semester. That way the student has an opportunity to participate in activities that occur only at certain times of the year such as opening of school, closing of school, graduation, budgeting, scheduling, and testing.

Log

The intern is required to keep a fairly detailed log of internship activities. It is suggested that a loose leaf three ring notebook be used for that purpose. At the end of each day the intern should record the things he/she worked on during that day. The intern should also include in the log notebook any documents prepared (reports, agendas, etc.) and any school forms that could be useful later. The supervising University professor will examine the student's log during conferences and at the end of the internship. Material in the log is confidential and between the intern and the University supervisor.

Critical Incidents

Each week the intern is to write up a "critical incident." A critical incident is an administrative situation the intern observed or was involved in. Examples are handling a discipline problem, communicating with a parent, negotiating with the central office on a budget item, handling a teacher request, etc. The write up should include a description of the incident, an analysis of the handling of the incident, and recommendations for handling a similar incident next time. A sample form for recording critical incidents is included in this booklet.

Meetings with Supervising Professor

The intern will meet with the supervising University professor once each week. Meetings will alternate between the internship site and the professor's office.

Group Meetings

Group meetings of the interns will be held on a regularly scheduled basis. The UAA schedule of courses lists the time and place for the first meeting. Additional group meetings will be scheduled at that first meeting.

Interning in a Special Program

Normally the internship will be done in a regular elementary or secondary school and during the regular school year. There may be occasions when it is appropriate for part of the internship to be served in another setting such as a special district program. For example, an intern who has as a career goal administration of special education for a district may do part of the internship with the director of special education for a school district. However, part of the internship will still need to be served in a school setting. The certificate issued is a principal's certificate.

Interns Who Are Full Time Employees

It is quite difficult for a person who is employed full time to fulfill the internship requirements and to gain a real feel for what it is to be a principal. Too often the person who is employed full time is limited to engaging in internship activities before school, after school, evenings and weekends, thus missing opportunities for experiences that occur only when school is in session. In addition it is very difficult to gain a feeling of what it is like to be a principal without at least some full days devoted to the internship. Thus, the intern is strongly encouraged to make arrangements so that full time can be devoted to the internship for at least a few days.

Choice of Internship Site

A person who is employed in a school building may find it most convenient to serve the internship in his/her own building. That is permissible. However, there are definite advantages in serving the internship in another building. If a person does an internship in his/her own building it is difficult to shift from a colleague relationship to an administrative internship role which involves becoming part of the administration. In addition, there are advantages in observing how another school operates.

Teacher in Charge

If a student who does an internship is employed as a teacher, it is advantageous to be appointed "teacher in charge" during the period of the internship. That provides additional opportunities to practice administrative skills and decision making. It is also a good idea to be teacher in charge a year or two before the internship is begun so skills can be practiced prior to the internship.

PROCEDURES

Planning and Applying

Plan for the internship well ahead of time and talk about the internship with your advisor during the semester prior to the time the internship is to be done. If your advisor feels you are ready for the internship, you should complete and submit an Application for Administrative Internship form. A copy is included in this document. You must apply by November 15 to begin an internship the spring semester and by April 1 to begin an internship the fall semester. Approval for interning is determined by your advisory committee.

Selecting a Site

You will usually be responsible for arranging for the internship site and for a principal to work with. After you have talked to your advisor about the internship and have received his/her approval you may talk informally to principals about doing the internship with them. A firm commitment with a particular principal cannot be made during those informal discussions, however, since permission for serving an internship with a particular principal must be obtained from the advisor and the District Central Office.

Notifying District Central Office

Inform your advisor of your choice of a principal to work with. Then he/she will notify the District Central Office that you wish to do an internship in the District with a particular principal. Central Office personnel will then either approve your interning with the principal of your choice or will suggest you make another choice. In most cases, you will be granted permission to serve an internship with the principal of your choice. In some cases, however, your choice may be denied. If, for example, you choose to serve an internship with a new, inexperienced principal, that request may be denied.

Registration

At University registration time register for ED 660A Internship: Principal (Elementary) or ED 660A Internship: Principal (Secondary).

Activities

Work out with your supervising principal a tentative list of internship activities/areas you will be engaged in. See the section Intern Experiences in this document. Give that list to your University professor for approval.

Meetings with Supervising Professor

Schedule appointments with your University professor. You will be meeting with him/her every week. Every two weeks he/she will visit you at your school and on the alternate weeks you will visit his/her office. One of the first meetings scheduled should be between yourself, your supervising principal and your profesor at your principal's office. The purpose of that meeting is to go over plans for the internship and to make sure there is agreement concerning the intern activities and responsibilities.

Group Meetings

Check the University schedule of classes for the time and place of the first group meeting of interns. Attend that meeting.

Evaluation

The intern will be evaluated by both the supervising principal and professor throughout the internship. At the end of the internship the professor, with input from the principal, will determine if the intern has satisfactorily completed internship requirements and will turn in a pass, fail, incomplete or deferred grade to the University. In the case of an incomplete or deferred grade, the internship must be continued the following school session.

RESPONSIBILITIES

Each of the three parties involved in the internship - the intern, the principal and the professor - has a particular role to fulfill which involves specific responsibilities.

Responsibilities of the intern include:

- Applying for admission to the internship
- Arranging for an internship site
- Planning, with the supervising principal and professor, the internship activities to be performed
- Communicating with the supervising principal
- Meeting with the supervisory professor
- Attending the intern group meetings
- Carrying out the internship activities in a conscientious, ethical manner
- Learning from the internship experiences
- Keeping a proper log of activities and critical incidents

The principal is responsible for:

- Planning activities with the intern
- Direct supervision of the intern
- Evaluation of the intern

The professor is responsible for:

- Notifying the School District Central Office of the students involved in the internship and the preferred sites
- Assuring that the intern has appropriate experiences
- General supervision of the intern
- Evaluation of the intern
- Submitting grades for the internship to the University and verifying completion of the internship for certification purposes

INTERNSHIP EXPERIENCES

One of the most important aspects of planning for the internship is the choice of the internship activities. That choice is the joint responsibility of the intern, the principal, and the professor. Activities will be chosen at the beginning of the internship and a list of planned experiences compiled, but it should be remembered that that list is subject to change and revision as circumstances warrant. The most important consideration is that the intern gain the best possible experiences to prepare him/her for a principalship. A good way for a student to approach the internship is to pretend he/she has a contract to be principal of the school the following year and has this year to learn as much as possible about being principal and to practice being principal in a protected environment. Some interns will have had some previous experiences in areas of school administration. Rather than repeat those experiences the intern should concentrate on areas in which he/she has not had experience.

Included in this document are two forms with information on various internship experiences. The form titled INTERN ACTIVITY PLAN AND CHECK LIST provides a list of experiences. The form titled ACTIVITIES FOR INTERN INVOLVEMENT provides more detailed suggestions for intern experiences. The INTERN ACTIVITY PLAN must be completed and approved at the start of the internship.

Suggestions for Interns

1. Get started early. Don't wait for the University to start its semester. Most schools start before the University does. Get started on your internship before or as soon as your school starts.

2. Plan to spend a lot of time on your internship. If you are employed full time in addition to doing your internship, do not plan on taking courses at the same time.

3. Use initiative in getting involved in intern activities. Don't always wait until the principal tells you what to do.

4. Be observant and investigative. As you see things happen in school that you are not familiar with, find out about them.

5. Help out with administration. Volunteer.

6. Be involved. Don't just be an observer.

7. Keep the principal informed of your activities.

8. Schedule regular meetings with the principal.

9. Get the principal to discuss about educational leadership, leadership styles and educational values. Also get other administrators to discuss those same things.

10. Read current literature on school administration.

11. Attend meetings and conventions involving school administrators such as the Association of Elementary School Principals, Association of Secondary School Principals, Association for Supervision and Curriculum Development, Alaska Women in Educational Administration, etc. Many of those organizations have student rates for membership and convention attendance.

12. Keep your log up to date. Get in the habit of writing in it every day.

13. Be a pack rat. Collect forms, procedures, manuals, instructions, memos, etc. that could be useful to you later when you are a principal.

14. Remember that the internship will probably be the most important part of your school administration program. You may be able to pass by doing just an adequate job, but you may have to do an outstanding job to get a position as a principal.

NOTES TO SUPERVISING PRINCIPALS

We are very much appreciative of your help with the internship program. Without your help we could not have a program. We hope that the internship will be mutually beneficial. The intern will certainly benefit from working with you and we anticipate that you will benefit too. The time you spend supervising will bring a return of service to your school through the work performed by the intern.

Part of what the intern does will involve studying and observing. However, the intern also needs to be actively involved. Thus as he/she progresses through the internship he/she should be given increasing opportunities for responsibility and decision making. Early in the internship we will have a meeting between the three parties involved-intern, supervising professor and yourself. The purpose of that meeting is to get acquainted (if necessary), plan the internship, and make certain all parties understand their roles and responsibilities.

The supervising professor will visit the intern in your school every other week and will meet with the intern at the University on the alternate weeks. Please feel free to participate in any of the meetings between the intern and supervising professor at the school, but don't feel you need to. The supervising professor will also schedule separate meetings with you to discuss the intern's progress. If at any time you wish to discuss the intern with the professor, please call him/her at 786-1771.

You will also be asked to participate in the evaluation of the intern. As the intern completes activities, you are asked to verify their completion. When the supervising professor visits with you he/she will ask you to evaluate progress. At the end of the internship you will be asked to complete an evaluation form. A copy of that form is included in this document.

In order to provide the best possible experiences for the intern it is suggested that you:

1. Meet with the intern on a regularly scheduled basis.

2. As the internship progresses, let the intern take increasing responsibility.

3. Discuss educational leadership with the intern. Let him/her know what your educational values are.

4. Give the intern feedback. Let him/her know when he/she has done a good job.

5. Involve the intern in more than routine administrative matters. Are there things you would like to do but just do not have time for? Perhaps the intern can help. Examples might be:

   -Analyze achievement test results.
   -Update (or write) a procedures manual
   -Evaluate part of the school curriculum
   -Gather information on a new instructional method
   -Develop a handbook for substitute teachers
   -Analyze student attendance patterns
   -Publicize a school event
   -Develop a program for increasing positive reinforcement of students or faculty

6. Remember that you have an intern. Involve the intern when unanticipated problems arise.

7. Think back to when you were a new principal. What didn't you know that you wish you had known? Involve the intern in those areas.

PRINCIPAL INTERN ACTIVITIES

The principal is responsible for the operation of the entire school. That includes a wide variety of activities. The intern is expected to become familiar with all or most of those activities. Attached is a list of school administration activities. The intern is to designate in advance activities in which he/she will be involved, subject to approval of the supervising principal and professor. In order to do that, in the left column enter one of the following codes for each activity:

I - Will be involved in this activity.
C - Have been involved in that activity in the past and am already competent in the area.
NA - The activity is not available in this school or at the time during which the internship is being done
N - Will not participate in this activity.

It is suggested that initial coding be done in pencil so it can be changed if necessary. Go over the list and your plans with both the supervising principal and professor. When agreement is reached, sign the form and have it signed by the principal and professor. Provide the principal and professor with copies and keep a copy for yourself.

As you complete the activities, place your initials in the completed column and have the principal and professor do the same.

INTERN ACTIVITY PLAN AND CHECKLIST

Intern_____

School: Date started: Date to be completed:

I agree to the involvement indicated.
Intern:_____ Date:_____
Principal:_____ Date:_____
Professor:_____ Date:_____

The activities indicated have been satisfactorily completed.
Intern:_____ Date:_____
Principal:_____ Date:_____
Professor:_____ Date:_____

* CODE	Completion Initials: INTERN	PRINN	PROF	
				1. Policy manuals
				2. Opening of school
				3. Closing of school
				4. Budget
				5. Equipment, books and supplies
				6. Discipline
				7. Teacher evaluation
				8. Faculty meetings
				9. Class scheduling
				10. Student scheduling/assignment
				11. Food services
				12. Student transportation
				13. Reports to parents
				14. Report cards
				15. Library/media center
				16. Custodial services
				17. Building maintenance
				18. Hiring
				19. Clerical operations
				20. Special programs/personnel
				21. Health services
				22. Emergencies and emergency drills
				23. Student activities
				24. Standardized testing program
				25. School Board meetings
				26. Community school
				27. Student accounting
				28. Administrative meetings
				29. Alternative programs
				30. Curriculum management
				31. Accreditation of school
				32. Capitol improvement
				33. Community relations
				34. Teacher duty schedule
				35. School bulletins and announcements
				36. Staff development
				37. School reports
				38. _____
				39. _____
				40. _____
				41. _____

*I = Involvement, C = Already competent, N/A = Not available, N = no involvement

ACTIVITIES FOR INTERN INVOLVEMENT

Below is a suggested list of for intern involvement. The intern, in consultation with the supervising principal and professor, is to check the areas he/she plans to study and/or be involved in. As the internship progresses, a second check will indicate completed study or involvement. The list is not all inclusive. Items should be added to fit particular situations.

1. Policy Manuals
   Obtain and study copies of all policy manuals that govern the operation of your school. This should be done very early in, or in advance of, the internship.

   _____a. School Board Policies
   _____b. Administration Policies
   _____c. School Policies
   _____d. Employee Contracts
   _____e. _____
   _____f. _____

2. Opening of School
   Learn about and be involved in the activities that take place immediately prior to and during the opening of school in the fall.

   _____a. Staff orientation
   _____b. Distribution of books and supplies
   _____c. Student registration
   _____d. _____
   _____e. _____
   _____f. _____

3. Closing of School
   Learn about and be involved in the activities that take place when school closes in the spring.

   _____a. Promotion and Graduation
   _____b. Teacher checkout
   _____c. Student checkout
   _____d. _____
   _____e. _____
   _____f. _____

4. Budget
   Learn to develop a school budget.

   _____a. Study budgeting procedures
   _____b. Participate in budget development
   _____c. Participate in presentation of budget to central administration
   _____d. _____
   _____e. _____
   _____f. _____

5. Equipment, Books & Supplies
Becomes familiar with the school's system for ordering, storing and distributing equipment, books and supplies.

_____a. Inventory
_____b. Ordering
_____c. Storing
_____d. Distribution
_____e. _____
_____f. _____

6. Discipline (behavior, drugs, truancy)
Learn the school's discipline policies. Be involved in student discipline.

_____a. Policies
_____b. Involvement
_____c. _____
_____d. _____

7. Teacher evaluation

Since teacher evaluation is a sensitive matter, the intern may not be able to be officially involved in observations and other parts of the evaluation process. Alternatives are to "unofficially" observe a teacher or observe and evaluate a student teacher.

_____a. Policies
_____b. Participation
_____c. _____
_____d. _____

8. Faculty Meetings

_____a. Plan
_____b. Conduct
_____c. _____
_____d. _____

9. Class Scheduling

_____a. Determine needs
_____b. Schedule classes
_____c. _____
_____d. _____

10. Student scheduling/assignment

_____a. Secondary - plan and participate in student class scheduling.
_____b. Elementary - plan and participate in assignment of students to classes.
_____c. _____
_____d. _____

11. Food Services

_____a. Preparation and service
_____b. Scheduling
_____c. Monitoring
_____d. _____
_____e. _____

12. Student Transportation

_____a. Regular
_____b. Special field trips, activities, athletics
_____c. Supervision
_____d. _____
_____e. _____

13. Reports to Parents (Report Cards)

_____a. Policies and Procedures
_____b. _____
_____c. _____

14. Parent Conferences

_____a. Plan
_____b. Schedule
_____c. _____
_____d. _____

15. Library/Media Center

_____a. Policies and Procedures
_____b. Scheduling
_____c. Ordering
_____d. _____
_____e. _____

16. Custodial Services

_____a. Responsibilities
_____b. Supervising
_____c. _____
_____d. _____

17. Building Maintenance

_____a. Responsibilities
_____b. Repair
_____c. Improvement
_____d. _____
_____e. _____

18. Hiring

_____a. Policies and Procedures
_____b. Involvement in Interviewing
_____c. _____
_____d. _____

19. Clerical Operations

_____a. Responsibilities
_____b. Procedures
_____c. _____
_____d. _____

20. Special Programs/Personnel
Responsibilities and Procedures for:

_____a. Special education
_____b. Gifted and talented
_____c. Bilingual/Bicultural
_____d. Indian education
_____e. Psychologists
_____f. Resource teachers
_____g. Guidance
_____h. _____
_____i. _____

21. Health Services

_____a. Immunization
_____b. Physical exams
_____c. Nursing
_____d. _____
_____e. _____

22. Emergencies and emergency drills

_____a. Fire
_____b. Earthquake
_____c. Loss of heat/light
_____d. Weather
_____e. _____
_____f. _____

23. Student Activities

_____a. Student council
_____b. Assemblies
_____c. Clubs
_____d. Social Activities
_____e. Athletics
_____f. Field Trips
_____g. _____
_____h. _____

24. Standardized Testing Program

_____a. Plans and Procedures
_____b. Logistics
_____c. Supervising
_____d. Analyzing and distributing results
_____e. _____
_____f. _____

25. School Board Meetings

_____a. Attendance
_____b. _____

26. Community School

_____a. Operations
_____b. Principal's responsibility
_____c. _____
_____d. _____

27. Student Accounting

_____a. Entry - Withdrawal
_____b. Cumulative Records
_____c. Permanent Records
_____d. Security, Confidentiality, Access
_____e. Attendance
_____f. _____
_____g. _____

28. Administrative Meetings

_____a. Attendance at meetings of principals and other administrators
_____b. _____
_____c. _____

29. Alternative Programs

_____a. Programs available
_____b. Procedures for starting
_____c. Procedures for student involvement
_____d. _____
_____e. _____

30. Curriculum Management

_____a. Scope and Sequence
_____b. _____
_____c. _____

31. Accreditation of School

_____a. Criteria
_____b. Involvement in Process
_____c. _____
_____d. _____

32. Capital Improvement

_____a. Needs, Planning, Budgeting, Requesting
_____b. _____

33. Community Relations

_____a. PTA
_____b. Advisory Committees
_____c. Open House
_____d. Newsletter
_____e. Parent Volunteers
_____f. _____
_____g. _____

34. Teacher Duty Schedules

_____a. Plan
_____b. _____

35. School Bulletins and Announcements

_____a. Plan and Write Bulletins
_____b. Make Announcements
_____c. _____

36. Staff Development

_____a. Plan Inservice
_____b. Conduct Inservice
_____c. _____

37. School Reports

_____a. Enrollment
_____b. Attendance
_____c. _____
_____d. _____

38.

39.

40.

UNIVERSITY OF ALASKA, ANCHORAGE
SCHOOL OF EDUCATION
APPLICATION FOR ADMISSION TO A PRINCIPAL INTERNSHIP

Must be submitted by November 15 for the spring semester or April 1 for the fall semester.

NAME _____ DATE _____

HOME ADDRESS _____

PRESENT POSITION _____ SCHOOL _____

DISTRICT _____

HOME PHONE _____ WORK PHONE _____

TEACHING EXPERIENCE YEARS

_____

_____

_____

ADMINISTRATIVE EXPERIENCE YEARS

_____

Do you hold or are you eligible for an Alaska teaching certificate? YES NO

Have you been officially admitted to the School Administration Program at UAA? YES NO

Level of principal's certificate toward which you are working: Elementary _____
Secondary _____

How many semester hours of credit do you anticipate earning through the internship? _____

During what semester or year do you anticipate doing your internship? _____

During your internship will you be head teacher or hold some other administrative position? YES _____ NO _____

If yes, what position? _____

In what school do you want to do your internship? _____

With what principal? _____

Have you talked to the principal about the internship? _____

Behind each course in the following list, indicate the college where taken, the year and the grade.

	College	Year	Grade
Ed. 612 Human Relations in Education			
Ed. 627 Educational Research			
Ed. 631 Advanced Education Psychology			
Ed. 635 Pub. School Organ., Control & Support			
Ed. 637 Public School Administration			
Ed. 638 Supervision for Improvement of Instr.			
Ed. 639 Public School Finance			
Ed. 641 School Law			
Ed. 647 Community School-Board Relations			
Ed. 651 Curriculum & Instruction - Elem. OR			
Ed. 652 Curriculum & Instruction - Secondary			

What courses, if any, will you be taking concurrently with the internship: _____

_____

_____

List the members of your advisory committee — Approved

Member: _____ _____

Member: _____ _____

Chairperson/Advisor _____ _____

CRITICAL INCIDENT FORM

Name:_____ DATE_____
For: 660A
Date(s) of Incident:_____
Place of Incident:_____
Persons Involved:

Description of Incident:

Your Analysis of the Handling of the Incident:

Your Recommendations for Handling a Similar Incident Next Time:

UNIVERSITY OF ALASKA, ANCHORAGE
SCHOOL OF EDUCATION
INTERN EVALUATION FORM

_____
Intern

_____
School

_____
District

RETURN TO:
School Administration
School of Education
University of Alaska, Anchorage
3221 Providence Dr.
Anchorage AK 99508

This form is to be completed by the intern's supervising principal. Please mark, for each item, your frank estimate of the intern's ability as a school administrator in each of the areas listed. Circle the appropriate rating for each item.

Ratings: 0. Not observed 1. Unsatisfactory 2. Needs improvement
3. Satisfactory 4. Strong 5. Outstanding

Ability to provide leadership for teachers	0	1	2	3	4	5
Ability to relate to students	0	1	2	3	4	5
Effective management of student behavior	0	1	2	3	4	5
Desireable attitude toward education	0	1	2	3	4	5
Ability to plan and organize	0	1	2	3	4	5
Ability to direct and address public meetings	0	1	2	3	4	5
Ability to secure and maintain respect and cooperation of parents	0	1	2	3	4	5
Well developed educational values	0	1	2	3	4	5
Ability to analyze and improve educational programs	0	1	2	3	4	5
Ability to secure the respect and cooperation of colleagues	0	1	2	3	4	5
Knowledge of school administration procedures and techniques	0	1	2	3	4	5
Reliability and dependability	0	1	2	3	4	5
Initiative	0	1	2	3	4	5
Character	0	1	2	3	4	5
OVERALL: Your estimate of this intern as a future school administrator.	0	1	2	3	4	5

What qualities, make this person particularly suitable for a position as a school administrator?

For what type of administrative position/school is this person best suited?

Signed_____ Title_____
(Principal or other supervisor)

Date_____